PROTOCOL
and
GUIDELINES
for
CHILD WELFARE WORKERS
AND
SCHOOL PERSONNEL

Alberta
SOCIAL SERVICES

Alberta
EDUCATION

The Government of Alberta recognizes its responsibility to children and has enacted legislation and mandated services with the intent of ensuring their safety and well being. The Government further recognizes that in the event of intervention into the affairs of a family, the child's best interests shall be the primary focus while supporting the development and functioning of the family. Child abuse, a tragic occurrence, requires an immediate and co-ordinated response.

The Ministries of Social Services and Education, with the invaluable support of the Alberta School Trustees Association, have developed these protocols and guidelines in order to expedite the identification and treatment of child abuse.

Minister of Social Services

Minister of Education

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INTRODUCTION

Children are dependent on others for their safety and well-being and have a right to be protected from abuse and neglect. Parents have the primary responsibility to protect the survival, security and developmental needs of their children. When this responsibility for protection by parents is not met, there is a government mandate to intervene on behalf of the child. Alberta's Child Welfare Act, proclaimed July 1, 1985, governs the welfare of children and families. The provincial department of Alberta Social Services is responsible for the administration of this Act.

Through a scheme of delegation in accordance with the Child Welfare Act, child welfare workers are appointed and are assigned the responsibility of investigating any report or allegation that a child may be in need of protective services. These workers are also responsible for ensuring that the child and his/her family are provided with the appropriate and necessary services in order to alleviate the condition(s) which cause a child to become in need of protective services.

The mandate of Alberta Social Services for the protection of children is not limited to children who are abused or neglected within their own homes. The Department has a responsibility to ensure the safety and well-being of children wherever they may be subjected to abuse or neglect by persons in whose care they have been placed temporarily or for prolonged periods. This applies to such settings as: day care facilities, schools, hospitals, correctional centers, or other residential resources providing specific services to children. The role of the child welfare worker, as delegated from a director under the Act with respect to the investigation of alleged abuse or neglect, is to determine whether the child is in need of protective services, and to take such action as may be required to ensure the child's safety. This role in no way replaces the responsibility of the parent to protect and to seek appropriate remedies whenever his/her child may be endangered.

CHILD PROTECTION LEGISLATION

Section 1(2) of the Child Welfare Act states that a child is in need of protective services when there are reasons to believe that the survival, security or development of the child is endangered. This may be caused by any of the following:

a. The child has been abandoned or lost;

b. The parent or guardian is dead and the child has no other guardian;

c. The parent or guardian is unable or unwilling to provide the child with the necessities of life, including essential medical, surgical or other necessary treatment that has been recommended by a physician;

d. The child has been or there is a serious risk that the child will be sexually abused or physically injured by the parent or guardian. Sexual abuse includes cases where a child is inappropriately exposed or subjected to sexual contact, activity, or behaviors. Physical abuse includes cases where there is substantial and observable injury to any part of the child's body as a result of the non-accidental application of force or an agent to the child's body. This is shown by:

- a laceration, a contusion, an abrasion,
- a scar, a fracture, or other bone injury,
- a dislocation, sprain, hemorrhaging,
- internal injury, a burn, a scald, frostbite,
- the loss or alteration of consciousness or physiological functioning or the loss of hair or teeth;

e. The parent or the guardian is unable or unwilling to protect the child from physical injury or sexual abuse;

f. The child has been emotionally injured by the parent or guardian. Emotional injury includes cases where the child's mental or emotional functioning is substantially impaired and this impairment can be shown by a mental or behavioral disorder, including anxiety, depression, withdrawal, aggression or delayed development. The following may represent additional causes of emotional injury:

- rejection
- deprivation of affection or cognitive stimulation
- exposure to domestic violence or severe domestic disharmony
- inappropriate criticism, threats, humiliation, accusations or expectations of or towards the child, or
- the mental or emotional condition of the guardian of the child or chronic alcohol or drug abuse by anyone living in the same residence as the child;

g. The parent or guardian is unable or unwilling to protect the child from emotional injury;

h. The parent or guardian has subjected the child to or is unable or unwilling to protect the child from cruel and unusual punishment;

i. The condition or behavior of the child prevents the parent/guardian from providing the child with the care necessary to meet the child's needs.

Further information that may assist in the recognition of possible child abuse or neglect is provided in Appendix "A" at the back of this document.

DUTY TO REPORT

Section 3 of the Child Welfare Act outlines the legal obligation and responsibility of any person, who has reasonable grounds to believe a child is in need of protective services, to report to a director (or a person delegated the authority to receive such reports - e.g. child welfare workers). The Act also provides that this duty to report overrides any right of confidentiality

or privilege a person in a profession or occupation may claim, except for the confidential relationship that exists between a solicitor and a client. The Act further states that no action may be taken against a person reporting under this section unless the reporting is done maliciously or without reasonable and probable grounds for its belief. Any person who fails to comply with their duty to report is guilty of an offence and liable to a fine of up to $2,000.00, or in default, imprisonment for a period of not more than six months.

The Act further states [Section 91(4)] that the name of a person who reports pursuant to this section shall not be disclosed or communicated to any person without the consent in writing of the Minister of Social Services.

THE ROLE OF EDUCATORS

School personnel are in a unique position of having regular contact with children and are trained observers of children's behavior. Consequently, they are frequently the first adults to become aware of situations which may be indicative of abuse or neglect. Therefore, school personnel have a significant role in ensuring that children are protected from potential abuse and neglect.

All educators share a responsibility for increasing their own awareness and knowledge of:

1. the incidence and identification of child abuse and neglect;
2. their responsibility to report all suspected cases of children in need of protective services to the Department of Social Services; and
3. the appropriate procedures to follow when reporting suspected cases.

School districts should develop effective in-service programs, taking advantage of available community and provincial resources, in order to enhance the knowledge and awareness of school personnel in the area of child abuse and neglect.

AN INTEGRATED AND COOPERATIVE APPROACH

Child welfare staff, school personnel, and the police recognize that the safety and well-being of children are of paramount concern and that a cooperative and collaborative approach in response to any allegation of child abuse or neglect is essential. When children are subjected to physical, sexual, or emotional abuse, or when there is persistent neglect, children are traumatized and their development is adversely affected. The consequences of such acts of omission or commission are often far-reaching and may result in some of the following characteristics or behaviors: poor self-image, depression, running away from home, drug and/or alcohol abuse, prostitution and suicide. The essential elements in breaking such destructive cycles include prevention, early detection and effective intervention.

Recognizing that in all cases the safety and well-being of the child takes precedence, Alberta Social Services must be notified immediately when there are reasonable grounds to believe a child is in need of protective services. When there is a possibility that a criminal offense has been committed - such as in physical or sexual abuse cases - police also have an important role in such investigations to ensure the requirements of both the Criminal Code and the Child Welfare Act have been met. While the police have the authority and responsibility to investigate situations in which a crime may have been committed, the primary responsibility and mandate for child welfare investigations rests with Alberta Social Services. Child welfare workers are required, by departmental policy, to notify and involve the police in child welfare investigations where there are reasons to believe an offence may have been committed. Therefore, school personnel must direct their child protection concerns to a child welfare worker. However, this does not preclude school authorities from also notifying the police in matters involving serious forms of abuse.

It is important to note that under the law, regardless of internal procedures/policies for different school districts, the obligation to report lies with the individual and has not been discharged until he/she is certain that a report has been made to a director of child welfare or his delegate.

As this document represents the minimum preferred practice guidelines to govern the interface between child welfare staff and school personnel, local district offices and schools are encouraged to jointly undertake other initiatives to support and enhance the level of awareness and appropriate actions needed to counteract child abuse and neglect. In fostering a cooperative and integrated approach to the identification and investigation of allegations of child abuse and neglect, each district office of Alberta Social Services should assume responsibility for the development of supplementary information materials and guidelines in conjunction with the local school (or school board) and the appropriate police force. This document may ideally serve as a foundation for the development and/or adaptation of region-specific protocols or more detailed procedures. Such protocols should be developed with input from health professionals and any other appropriate community group members. Such region-specific agreements can be used to clarify individual responsibilities, confidentiality restrictions, and so forth.

REPORTING AND INVESTIGATION PROCEDURES

The investigation of a child protection complaint will be conducted by a duly authorized child welfare worker from Alberta Social Services, with assistance from the police where appropriate. These responsibilities cannot and should not be assumed by school personnel. It is in the child's best interests to be interviewed by the responsible authorities who are trained and authorized to carry out such investigations. However, the cooperation of school personnel and other authorities, throughout an investigation, is essential for an integrated and effective response.

The following procedures should be adhered to by school personnel and child welfare authorities:

1. Reporting

1.1 Some school systems have policies/procedures to be followed in cases of suspected abuse or neglect. In consideration of such policies, all school personnel who have reasonable and probable grounds to believe a child is in need of protective services shall promptly

report the situation to the principal (or designate), or to a child welfare worker employed by Alberta Social Services. If the school employee notifies the school principal (or designate) of their concern, and it appears the principal is not prepared to immediately report the matter to child welfare authorities, the employee must then assume responsibility for directly contacting Alberta Social Services. (Telephone numbers for the district offices and crisis units of Alberta Social Services are attached as Appendix B. The Child Abuse Hotline is Zenith 1234.)

1.2 Any statement made by a child to a school employee should be recorded in the child's own words but such recording should generally not occur in the presence of the child. School employees, while offering support, should refrain from initiating further interviews with the child after receiving the child's first disclosure.

1.3 Knowledge of a suspected case of child abuse or neglect is confidential and is to be restricted to the staff member initiating the report, the principal, and, if appropriate, the school counsellor, the school nurse and/or the Superintendent or Assistant Superintendent of Schools.

2. Access to Students

2.1 The Child Welfare Act (1984) requires the investigation of any report of a child believed to be in need of protective services and provides authority for child welfare workers and police officers to conduct such investigations. An investigation will result in a determination of whether or not the child is in need of protection and whether further intervention, by way of agreement or Court order, is necessary for the future protection of the child.

Frequently, child welfare workers and/or the police will request access to a student at school in order to conduct the preliminary interview and investigation. This interview site is often appropriate due to the importance of timely investigations of reports of abuse, and because the school provides a safe, neutral environment for the child being interviewed. An interview at the child's school may eliminate the need for more coercive or intrusive intervention - e.g. apprehension of the child from school or home to allow the investigative interview to occur.

Therefore, school personnel are requested to facilitate access to students at school by child welfare workers and/or the police for the purpose of investigating allegations of abuse or neglect.

2.2 Investigators are expected to consider the convenience of the school and student in arranging an interview, and should attempt to minimize any possible stigmatization of the student as a result of the interview.

2.3 The principal should ask the child welfare worker or police officer to present identification cards, to explain the nature of the investigation being conducted, and to state their reasons for conducting the interview in the school.

3. Interviews of School Personnel

3.1 Investigators may wish to interview school personnel who have regular contact with the child, or who may have other specific information relevant to the investigation.

3.2 The principal will assist the investigator(s) by facilitating these contacts.

3.3 School personnel will provide all pertinent information to the investigator(s).

3.4 Since potential informants may be subsequently required to provide evidence under oath at a Court proceeding (Section 74(1)), school personnel should summarize in writing any information provided to the investigator(s) immediately following the interview. This documentation should be retained by school personnel, in a confidential manner, for future reference.

4. Notification of Parents

4.1 The responsibility for notifying parents about an investigation rests with the external investigator (child welfare worker or police officer).

4.2 Dependent on the nature of the alleged abuse or neglect, the investigator will normally notify the parent following initial contact with the child to prevent any opportunity for further abuse to the child or for pressuring the child into changing his/her story.

4.3 The principal should clarify with the child welfare investigator as to when contact with the parents will be made.

4.4 If the child is apprehended from the school, or his/her return to the parental home is delayed because of the investigation, and the principal subsequently is contacted by the parents because the child has not yet returned home, the principal should provide the investigator's name and telephone number. The principal may also deem it necessary to advise the parents that a child welfare investigation has been initiated, but the parents should be referred to the child welfare worker for further details.

5. Presence of School Personnel During Investigative Interview

5.1 The principal's responsibility for the safety and well-being of a student in regard to matters under the Child Welfare Act is discharged by cooperating and assisting with child welfare investigations.

5.2 An effective initial interview with a victim of alleged abuse or neglect should occur under circumstances that will encourage the child to speak freely and openly to the investigating authorities about sensitive and potentially threatening personal matters. At the same time, it is important to recognize and preserve the family's reputation and right to privacy.

5.3 In the interests of confidentiality and full and undistorted disclosure, it is generally most appropriate for the investigator(s) to interview the child alone.

5.4 Occasionally a student may request or require the supportive but non-participating presence of a familiar school employee. The investigator(s) and school personnel will determine the appropriateness of having a school representative present during the interview.

6. Outcome

6.1 Following the investigation conducted by the child welfare worker, contact with the parents by the worker will occur as soon as possible - usually the same day.

6.2 The child welfare worker will assess the need for any service(s) required by the child or family, and will determine the need for further intervention or closure of the matter.

6.3 The child welfare worker will provide verbal feedback to those school personnel directly involved concerning the outcome of the

investigation, however confidentiality respecting details of the case is governed by Section 91 of the Child Welfare Act. The amount of information shared will be determined on a "need to know" basis with regard to its relevance to the continued need for services by the student from school personnel (e.g. relevance to education, health needs, counselling, and so forth).

ONGOING CHILD WELFARE INTERVENTION

When child abuse or neglect is confirmed, child welfare staff of Alberta Social Services will determine what further action is necessary to ensure the protection of the child. The department has a range of short- and long-term intervention and treatment options which include, but are not limited to, the following: referral to a community agency, counselling and/or other support services for the child and/or family, temporary removal of the child from the home, placement of child in a treatment facility, permanent guardianship, adoption, and so forth. However, the department is committed to using the least intrusive measures possible which protect the child and contribute to the rehabilitation of the family unit.

If the department remains involved with the child and family, a case plan will be developed (in conjunction with the family and relevant resource personnel) which will guide the management of the case.

1. Liaison With Schools Following Investigation

1.1 Child welfare staff are to keep the principal and other appropriate school personnel apprised of significant developments regarding students with whom they are involved on a protection basis.

1.2 Information-sharing with school personnel will be governed by Section 91 of the Child Welfare Act and on a "need to know" basis for the purposes of school personnel carrying out their responsibilities with respect to the student.

2. Ongoing Access to Students at School

2.1 As a general rule, child welfare workers are not to utilize school premises for ongoing case involvement (interviews) with a child.

2.2 If the child welfare worker believes there is justifiable reason for requesting ongoing access to a student during school hours, the worker will discuss the circumstances with the principal and negotiate a mutually agreed upon arrangement.

2.3 The child welfare worker will give consideration to the needs of the school and the student in negotiating such access arrangements, and will attempt to minimize any possible stigmatization of the student as a result of such contacts occurring at school.

2.4 If it is agreed that interviews by the child welfare worker may take place at school, the worker will proceed to the school office, provide identification if requested, and allow school personnel to arrange for the student's attendance at an appropriate interview area.

3. Conflict Resolution

Should the child welfare worker and the principal be unable to achieve resolution regarding matters arising from the requested access by the worker to the student during school hours, the concerns should be immediately referred to the supervisors of the respective parties. This would usually involve the Superintendent of Schools (or designate) and the District Office Manager of Alberta Social Services.

APPENDIX "A"
RELATED INFORMATION

RECOGNITION OF POSSIBLE ABUSE

The following information, which includes a listing of characteristics of abuse and neglect, must be reviewed with the caution that the lists of indicators are NOT all-inclusive. Further, it is important to understand that the observation of one or two of the behaviors or indicators does not necessarily mean abuse. Some of the factors may be indicative of other problems. The following indicators or behavioral symptoms may, however, be used as a guideline in assisting an individual with the identification of possible abuse or neglect cases. Documentation of unusual behaviors may help school personnel become aware of an abusive or neglected pattern.

However, the most effective means of improving an individual's level of awareness of possible child abuse or neglect cases is through in-service orientation and training sessions provided by trained professionals. School personnel are therefore encouraged to initiate contact with child welfare workers and local police officers who are able and willing to develop and conduct in-service training opportunities on the topic of child abuse and neglect.

What School Personnel May See

I. PHYSICAL ABUSE

Physical indicators may include:

unexplained bruises and welts:

- on face, lips, mouth
- on torso, back, thighs
- numerous bruises of different colors
- reflecting shape of article used (cord, rope, belt buckle, clothes hanger)

- bald spots
- human bite marks

unexplained burns:

- cigarette diameter - on soles of feet, palms of hand
- immersion burns (glove shaped, sock-shaped)
- electric burner or iron-shaped burns

unexplained fractures

unexplained lacerations or abrasions

injuries regularly appearing after absences or weekends

Behavioral symptoms may include:

- wariness of physical contact with adults
- apprehensive when other children cry
- reports injury by parents
- resists changing clothing for school activities
- arrives early, stays late at school and appears reluctant to go home
- wears clothing that covers body and may be inappropriate for warm months
- cannot tolerate physical contact or touch
- shows extremes in behavior: aggression, withdrawal
- is a chronic runaway
- is unable to form good peer relationships (Many abused children are forbidden by their parents from making friends or bringing them home.)
- is fearful (The child may assume that all adults hurt children and is constantly on guard.)

II. PHYSICAL NEGLECT

Physical indicators include the following:

- unattended medical or dental problems such as infected sores, decayed teeth, glasses not provided when needed
- child always seems hungry, begging, stealing or hoarding food, and comes to school with little food of his own
- very poor hygiene and inappropriate, soiled clothing
- may be emaciated or may have distended stomach indicative of malnutrition

In addition the neglected child may:

- be frequently late or absent from school
- inform the teacher that there is no caretaker in the home
- exhibit stealing, vandalism or other delinquent behaviors
- have poor peer relationships, perhaps because of hygienic problems, or a depressed, negative attitude because of low self-esteem
- be fatigued, listless or falling asleep
- crave affection
- be destructive or pugnacious

III. SEXUAL ABUSE

Physical indicators include:

- difficulty in walking or sitting
- pain or itching in the genital area
- frequent urinary or yeast infections
- sudden onset of enuresis or encopresis
- frequent, unexplained sore throats

Behavior symptoms associated with sexual abuse:

- shows unusual interest in sexual matters and seems to have more sexual knowledge than is appropriate for child's age
- shows drawing which are sexually explicit, beyond developmental level
- shows an inordinate fear of males or seductiveness toward males
- has large number of gifts, or money from a questionable source
- is exceptionally secretive
- has bouts of crying with no provocation
- is unwilling to participate in physical activities
- talks about or attempts suicide (especially adolescents)
- is a chronic runaway
- masturbates publicly and excessively
- reports sexual approach by an adult

IV. EMOTIONAL ABUSE

Physical indicators may include:

- speech disorders
- severe allergies or ulcers
- lags in physical development

Behavioral indicators or emotional abuse or neglect include:

- constant apologizing even when not at fault
- inappropriate affect to situations
- behavioral extremes - compliant and passive or aggressive and demanding, sleep disorders, inhibition of play
- cruelty, vandalism, stealing, cheating
- rocking, thumbsucking, biting
- enuresis
- fears failure, gives up and won't try again
- is self-deprecating, or makes claims of competence or achievement that are not part of play or fantasy; often daydreams

- sets high standards for own performance in order to gain approval, they can't cope

Many of the behaviors of emotionally abused children are similar to those of children who have been physically abused; poor self-concept, acting out behavior. Emotional abuse is often difficult to pin-point: it is not as visibly specific as is physical and sexual abuse or neglect; nor is it as easy to substantiate; nonetheless its effects on children are traumatic.

APPENDIX "B"

OFFICES OF ALBERTA SOCIAL SERVICES

NORTHWEST REGION

Regional Director's Office — 324-3960
Alberta Social Services
Northwest Region
P.O. Box 326
McLennan, Alberta
TOH 2LO

Regional Manager of Children's Services — 324-3960
Alberta Social Services — 123-3243
Northwest Region
P.O. Box 326
McLennan, Alberta
TOH 2LO

DISTRICT OFFICES

Alberta Social Services — 538-5120
Grande Prairie District Office — 121-5120
#300 Nordic Court
10014 - 99 Street
Grande Prairie, Alberta
T8V 3N4

Alberta Social Services — 926-4441
High Level District Office — 926-2280
Mail Bag #400 Social Services
High Level, Alberta
TOH 1ZO

Alberta Social Services — 523-4561
High Prairie District Office — 122-6650
P.O. Box 849
High Prairie, Alberta
TOG 1EO

Alberta Social Services — 624-6135
Peace River District Office — 120-6135
9715 - 100 Street
Peace River, Alberta
TOH 2XO

NORTHWEST REGION con't...

Alberta Social Services
Barrhead District Office
New Provincial Building
6203 - 49 Street, P.O. Box 700
Barrhead, Alberta
TOG 0E0

674-8204
134-1204

Alberta Social Services
Slave Lake District Office
P.O. Box 70
Lakeland Centre
Slave Lake, Alberta
TOG 2A0

849-7297
135-7297

Alberta Social Services
Wihetcourt District Office
#202 Midtown Mall
P.O. Box 749
Whitecourt, Alberta
TOE 2L0

778-3808

NORTHEAST REGION

Regional Directors Office
Alberta Social Services
Northeast Region
M & M Building
10107 - 102 Avenue
Box 1410
Lac La Biche, Alberta
TOA 2CO

623-5303
137-5303

Regional Manager of Children's Services
Alberta Social Services
Northeast Region
M & M Building
10107 - 102 Street
Box 1410
Lac La Biche, Alberta
TOA 2CO

623-5283
137-1283

DISTRICT OFFICES

Alberta Social Services
Athabasca District Office
Jewell Building
3603 - 53 Street
P.O. Box 179
Athabasca, Alberta
TOG OBO

675-2243

Alberta Social Services
Fort McMurray District Office
8th Floor, Provincial Building
9915 Franklin Avenue
Fort McMurray, Alberta
T9H 2K4

743-7400
136-7400

Alberta Social Services
Lac La Biche District Office
Box 420, Provincial Building
Lac La Biche, Alberta
TOA 2CO

623-5215
137-1215

Alberta Social Services
Westlock District Office
Box 131 Co-op Mall
10211 - 100 Street
Westlock, Alberta
TOG 2LO

349-3142
349-3147
349-3148

NORTHEAST REGION con't...

Alberta Social Services
Bonnyville District Office
Worldwide Energy Building
Box 990
Bonnyville, Alberta
TOA 0L0
826-3324

Alberta Social Services
Grand Centre District Office
Lake Centre Plaza
4817 - 52 Street
P.O. Box 698
Grand Centre, Alberta
TOA 1TO
594-1984

Alberta Social Services
Lloydminster District Office
2nd Floor, Provincial Building
5124 - 50 Street
Lloydminster, Alberta
T9V 0M2
875-5506
875-6686
145-1150

Alberta Social Services
St. Paul District Office
2nd Floor, Provincial Building
5025 - 49 Avenue
St. Paul, Alberta
645-6370
139-6370

Alberta Social Services
Vegreville District Office
Husky Plaza Shopping Centre
5341 - 50 Avenue
P.O. Box 840
Vegreville, Alberta
T0B 4L0
623-5453
140-1453
140-1454

Alberta Social Services
Smoky Lake District Office
Box 518, Provincial Building
Smoky Lake, Alberta
TOA 3C0
656-3662
656-3975

NORTHEAST REGION con't...

Alberta Social Services	853-8163
Vermilion District Office	141-8163
New Provincial Building	
4701 - 52 Street	
Box 1228	
Vermilion, Alberta	
TOB 4MO	

EDMONTON REGION

Regional Directors Office — 422-3633
Alberta Social Services
Edmonton Region
11748 Kingsway Avenue
Edmonton, Alberta
T5G 0X5

Regional Manager of Children's Services — 422-3643
Alberta Social Services
Edmonton Region
11748 Kingsway Avenue
Edmonton, Alberta
T5G 0X5

DISTRICT OFFICES

Alberta Social Services — 723-8211
Edson District Office — 130-1211
Provincial Building
313 - 50 Street
Box 3060
Edson, Alberta
T0E 0P0

Alberta Social Services — 827-3335
Grande Cache District Office
Box 240
Grande Cache, Alberta
T0E 0Y0

Alberta Social Services — 865-8273
Hinton District Office — 132-8273
568 Carmichael Lane
Box 780
Hinton, Alberta
T0E 0P0

Alberta Social Services — 986-9932
Leduc District Office
Lyndell Shopping Centre
2nd Floor, 4906 - 49 Avenue
P.O. Box 7
Leduc, Alberta
T9E 2X9

EDMONTON REGION con't...

Alberta Social Services
Sherwood Park District Office
Strathcona Place
340 Sioux Road
Sherwood Park, Alberta
T8A 3X6
464-7000

Alberta Social Services
Parkland District Office
2nd Floor, Westgrove Professional Building
131 - 1 Avenue Box 1230
Spruce Grove, Alberta
T0E 2C0
962-8681

Alberta Social Servicse
St. Albert District Office
Provincial Building
30 Sir Winston Churchill Avenue St. Albert, Alberta
T8N 3A3
458-9400

Alberta Social Services
Southwest Edmonton District Office
10455 - 80 Avenue
Edmonton, Alberta
T6E 1V1
427-2763

Alberta Social Services
Centennial Mall District Office
2nd Floor
170 Strete & Stony Plain Road
Edmonton, Alberta
T5P 4B5
422-3100

Alberta Social Services
Fort Road District Office
#200, 13415 Fort Road
Edmonton, Alberta
T5a 1C6
422-3300

Alberta Social Services
Hys Centre District Office
2nd Floor, Hys Centre Building
#201, 11010 - 101 Street
Edmonton, Alberta
T5H 4B9
422-3500

EDMONTON REGION con't...

Alberta Social Services
Westmount District Office
Inglewood Professional Building
12308 - 111 Avenue
Edmonton, Alberta
T4M 2N4

422-3200

Alberta Social Services
Millwoods District Office
2849 Millwoods Raod N.W.
Edmonton, Alberta
T6K 4A9

422-0329

Alberta Social Services
Emergency Social Services
1st Floor, Financial Building
10621 - 100 Avenue
Edmonton, Alberta
T5J 0B3

427-2822
427-2823
427-2927
After Hours 427-3390

Child Abuse Hotline - Zenith 1234

CENTRAL REGION

Regional Directors Office
Alberta Social Services
Central Region
Meteor Building
4415 - 49 Street
Innisfail, Alberta
TOM 1AO

340-5560
151-5560

Regional Manager of Children's Services
Alberta Social Services
Central Region
Meteor Building
4415 - 49 Street
Innisfail, Alberta
TOM 1AO

340-5560
151-5560

DISTRICT OFFICES

Alberta Social Services
Camrose District Office
Aspen Business Park
4911A - 47 Street
Camrose, Alberta
T4V 1J9

679-1260
143-1260

Alberta Social Services
Wainwright District Office
New Provincial Building
810 - 14 Avenue
Box 699
Wainwright, Alberta
TOB 4PO

842-3347
842-4940

Alberta Social Services
Wetaskiwin District Office
Macadil Building
5201 - 51 Street
Wetaskiwin, Alberta
T9A OV5

352-1272
144-1272

Alberta Social Services
Red Deer District Office
Main Floor, Provincial Building
4920 - 51 Street
Red Deer, Alberta
T4N 6K8

340-5439
151-5439

CENTRAL REGION con't...

Alberta Social Services Rocky Mountain House District Office Provincial Building 4919 - 51 Street Courier Bag 24 Rocky Mountain House, Alberta TOM 1TO	845-8290 150-8290
Alberta Social Services Drumheller District Office 2nd Floor, Riverside Centre 180 Riverside Drive Box 2079 Drumheller, Alberta TOJ OYO	823-5740 823-6311 164-1211 164-1212
Alberta Social Services Hanna District Office 401 Centre Street Hanna, Alberta TOJ 1PO	742-4481 153-1164
Alberta Social Services Olds District Office Old Link Hardware Building 5013 - 50 Street Box 520 Olds, Alberta TOM 1PO	556-4200 154-1200 154-1216

CALGARY REGION

Regional Directors Office
Alberta Social Services
Calgary Region
Main Floor, Tower 3
Deerfoot Junction
1212 - 31 Avenue N.E.
Calgary, Alberta
T2E 7S8

297-4575
161-4575

Regional Manager of Children's Srevices
Alberta Social Services
Calgary Region
Main Floor, Tower 3
Deerfoot Junction
1212 - 31 Avenue N.E.
Calgary, Alberta
T2E 7S8

297-4575
161-4575

DISTRICT OFFICES

Alberta Social Services
Simons Valley District Office
Deerfoot Business Centre
#104, 6715 - 8 Street N.E.
Calgary, Alberta
T2H 7H7

275-7200
161-4415

Alberta Social Services
Foothills District Office
2nd Floor
1232 - 1240 Kensington Road N.W.
Calgary, Alberta
T2N 3P7

270-3100

Alberta Social Services
Ranchlands District Office
2nd Floor
1829 Ranchlands Boulevard N.W.
Calgary, Alberta
T2G 1S5

239-6868

Alberta Social Services
Canmore Social Services Team
P.O. Box 1198
Canmore, Alberta
TOL OMO

678-2363

CALGARY REGION con't...

Alberta Social Services Alberta Place District Office 4th Floor, Alberta Place 1520 - 4 Street S.W. Calgary, Alberta T2R 1H5	297-8500 161-8500
Alberta Social Services Willow Park District Office 200 Willow Park Centre Box 8880 10325 Bonaventure Drive S.E. Calgary, Alberta T2J 5R8	297-7370 161-7370
Alberta Social Services Hillhurst District Office Hillhurst Professional Building Room 306, 301 - 14 Street N.W. Calgary, Alberta T2N 2A1	266-8849 297-8343 161-8343
Alberta Social Services Emergency Social Services Deerfoot Business Centre #104, 6715 - 8 Street, N.E. Calgary, Alberta T2H 7H7	275-7200 161-4415

SOUTH REGION

Regional Directors Office 345-2277
Alberta Social Services 381-5329
South Region 181-5329
2105 - 20 Avenue
P.O. Box 60
Coaldale, Alberta
TOK OLO

Regional Manager of Children's Services 329-5329
Alberta Social Services 181-5329
South Region
2105 - 20 Avenue
P.O. Box 60
Coaldale, Alberta
TOK OLO

DISTRICT OFFICES

Alberta Social Services 562-8010
Crownest Pass District Office 562-8020
Box 870
Blairmore, Alberta
TOK OEO

Alberta Social Services 625-4459
Claresholm District Office 168-1488
2nd Floor, 4910 - 2 Street West
P.O. Box 2079
Claresholm, Alberta
TOL OTO

Alberta Social Services 381-5290
Lethbridge District Office 181-5290
Provincial Building
200 - 5 Avenue South
Lethbridge, Alberta
T1J 4C7

Alberta Social Services 362-5551
Brooks District Office 167-1111
Box 1029 Brooks Village Square
Brooks, Alberta
TOJ OJO

SOUTH REGION con't...

Alberta Social Services Medicine Hat District Office #152, 631 Prospect Drive S.W. Medicine Hat, Alberta T1A 4C2	529-3550 184-3550
Alberta Social Services Taber District Office Health Unit Building 5009 - 56 Street Box 579 Taber, Alberta T0K 2G0	223-4478 185-1117